**Name:** Nury Rodriguez

**Course:** Ed. 702.22

**Instructor:** Dr. Sharon A. O’Connor-Petruso

**HW:** Reflection #1

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The School of Education Conceptual Framework is aligned with our course objectives and outcomes, and pertains to us in our role as pedagogues. Both center on the ideals of social justice, collaboration, critical self-evaluation, and diversity, and, at the same time, the Conceptual Framework and this course facilitate teacher candidates to gain content knowledge and pedagogical knowledge in the field of education. This reflection will show the interconnectedness that exists between the Conceptual Framework and our course objectives, and outcomes.

The Conceptual Framework establishes the School of Education’s mission. Likewise, the purpose of this course is also committed to the purpose of this mission. In fact, this course will provide us the opportunity to do research on different topics in the field of education, and develop a deeper knowledge and understanding of the following four themes: diversity, collaboration, social justice, and critical self-reflection and reflective practice.

Just as the Conceptual framework, the Seminar in Applied Theory and Research I course will focus on diversity and cultural awareness of the community we serve. We will be able to see for ourselves as teacher researchers how students learn. Evidence for this “teacher as a researcher” idea is found in the course’s syllabus. We will do research on different problems (topics) that affect the diverse groups in the community we serve. Action research will provide us with the ability to learn about the needs of our students by doing research topics on, for example, learning disability, language policy issues, technology gap, and other characteristics and issues affecting individuals in our community.

Collaboration is one of the Conceptual Framework’s themes. Similarly, in this class we will be working together to collaborate with each other in the area of action research. This will allow me to understand how working together, we can achieve our educational and professional goals.

Social Justice is part of the four themes and refers to the application of the concept of justice. One of the goals of the Conceptual Framework is to educate future educators about their communities. The way of achieving this goal is to make us aware of the different problems that exist in the community we serve. We need to be aware that people in a community need a chance to succeed. For example, a community needs resources, such as a better education, in order for the members of this community to gain equitable access to all domains of society. Furthermore, the concept of justice is an important concept because it pertains to our role as educators, for we must develop awareness of the different problems in our own classrooms. By doing action research, we can study problems, plan, implement our plan, find evidence, and reflect on our teaching practices. For example, by becoming aware of the important issues in the field of education, this course will allow some candidates to engage in advocacy for students. As a result, I feel that the four themes become part of candidates’ ideals on how to serve the diverse population in a community. By doing our own action research, we will encounter topics related to social injustices, for example, the digital divide issue that exists in schools. Moreover, we will be able to learn from our own research, and other’s classmates research about the many obstacles some students and their families encounter during their educational experience.

In addition, the Critical Self-Reflection & Reflective Practice theme provides candidates with the opportunity to reflect on what they have learned at Brooklyn College. I have always noticed that in most of the required courses at Brooklyn College, graduate students do course work related to the critical self-reflection and reflective practice theme. In the same way, critical self-reflections & reflective practice will be used in this course. This research course will allow researchers to reflect on their action research outcomes, and to find out how students learn. Evidence for this idea of critical reflective practice is found in the course objective, and outcomes.

Furthermore, I can clearly see that the four themes, and the New York State teacher standards, and other standards were used as a guide to development this course’s objectives, and outcomes. The assignments for this course are as follows: reflections, cooperative group work, and other assignments. Furthermore, in the same way the Conceptual Framework emphasizes commitment to technology, this course has a technology component, for we will be using technology during our course work, for example, posting assignments on wiki.

In conclusion, the Conceptual Framework, content knowledge and pedagogical knowledge, all embedded in this course to prepare us to be problem solvers, and to be able to work with administrators, colleagues, students, families, and communities. As a result, we can learn to be a value added to the schools in our community. Undoubtedly, the four themes of diversity, collaboration, social justice, and critical self-reflection and reflective practice, and the skills knowledge align with our course objectives and outcomes, by ways of action research, and pertain to us in our roles as pedagogues.

**References**

Brooklyn College School of Education. ( 2009). *Conceptual Framework*. Retrieved February 8, 2010, from Brooklyn College, The School of Education Web site: <http://schooled.brooklyn.cuny.edu/IR-CF.htm>

O’Connor-Petruso, S. A. (2010). *Syllabus for Ed7201 Seminar in Applied Theory and Research I*. February 8, 2010, from CUNY Blackboard Web site: http://bbhosted.cuny.edu/webapps/portal/frameset.jsp